WHY BUILD A BILT ... AND HOW TO BUILD IT

A Business and Industry Leadership Team (BILT) is a group of technology-savvy employers who work in partnership with educators to co-lead a technical education program. BILT members’ engagement goes beyond typical industry advisement to co-ownership of curriculum to develop workforce-ready technicians.

The right people to serve on a BILT are individuals who hire or influence their companies’ employment decisions. They must also be forward-looking people who can predict the skills that program graduates will need to gain employment in 12 to 36 months. The most effective BILTs have 12 to 30 active members who interact with educators in an ongoing process of program improvement.

Principal Investigator Ann Beheler and the team at the National Convergence Technology Center (CTC) developed the BILT process after the dot.com bust to re-invigorate Collin College’s information technology program. Feedback from BILT members provided critical information for the college’s successful grant proposals to the National Science Foundation and U.S. Department of Labor. The CTC team has implemented national and regional BILTs and guided other educators in the use of this strategic model for transformational change.

“What a great opportunity for us to be able to participate in a really meaningful way where we can lead the curriculum development, watch it mature, and guide and coach our academic leadership to deliver students we want to hire.”

MATT GLOVER
CTO, LE-VEL LLC
BILT CHAIRMAN FOR
NATIONAL CONVERGENCE TECHNOLOGY CENTER

BILT members also mentor students by providing guidance on creating portfolios, writing résumés, building interview skills, and supporting virtual internship teams. These interactions give students glimpses into real-world practices. These experiences strengthen students’ employment prospects with the soft skills that employers want.
BILTs IDENTIFY KNOWLEDGE, SKILLS & ABILITIES OF ENTRY-LEVEL TECHNICIANS

The primary task of a BILT is providing insights for educators to prepare technicians qualified for careers in current and emerging technical fields. To achieve this goal, BILTs use a modified curriculum development process to identify the knowledge, skills, and abilities (KSAs) necessary for entry-level technicians. This process begins with educators creating a list of proforma KSAs.

BILT members review the proforma list of KSAs at their first in-person meeting and rank each from 1 for “least important” to 4 for “most important.” Faculty members attend this meeting to listen and learn which KSAs employers want grads to know for the next 12 to 36 months.

After this multi-hour meeting, the educators use the ranking data and discussion points to align the curriculum more tightly with the KSAs. The “crosswalk” comparison of the KSAs with existing courses identifies curriculum gaps that the educators usually address by adjusting content, adding modules, or creating new courses. BILT members update the KSA list annually.

At the BILT’s quarterly virtual meetings, members share information about industry trends and hear from the educators about the implementation of program revisions. When highly-ranked skills are beyond the scope of the college’s mission or capacity, the educators explain this, too.

“If there’s something BILT members want that can’t be done, you tell them that. It’s not that we do everything they want. It’s that we explain that we did or didn’t do it, and have a reason,” Beheler said.

“The BILT model allowed SHINE to scale its advisory board, from a local group into a regional group. Using the BILT model helped SHINE strengthen regional industry connections and gain input to improve technician training.”

Ann Beheler
Principal Investigator
National Convergence Technology Center
Collin College, Frisco, Texas

Michael Lesiecki
Executive Director, MATEC
Maricopa County Community College District, Phoenix, Arizona

The value proposition for BILT members includes developing two-year college graduates with the applied skills that they and other employers need; lowering in-house training costs; learning about industry trends; and contributing to the education of people in the community where they live and work.”

Peter Kazarinoff, Co-Principal Investigator
Seattle’s Hub for Industry-driven Nanotechnology Education (SHINE)
North Seattle College, Seattle, Washington

谢谢 BILT 的领导, CTC 支持 Convergence College Network (CCN) 现在有 50 所大学。更多信息可在 bit.ly/aboutBILT 中找到。BILT 参与是, 留住毕业生, 并且后期获得晋升。

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